

**CATEGORY 5 POSTER WINNER**

**WHAT DO STUDENTS HAVE TO DO WITH MEDICAL EDUCATION LEADERSHIP AND MANAGEMENT?**

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**INTRODUCTION:**

PsychED UP is a teaching course for third-year medical students, supported by a Health Innovation Network Small Grant. This two-tiered project aims to teach challenging, extra-curricular topics in psychiatry, whilst training medical students as Peer Facilitators (PF) and Trainee Psychiatrists (TP) as expert educators. It is important for medical students to acquire skills in medical education leadership and management, however, opportunities to pursue these avenues during medical school are lacking. PsychED UP established meaningful roles to develop such skills.

**METHODS:**

Inspired by its predecessor course (Extreme Psychiatry), PsychED UP was designed and delivered collaboratively by TPs, PFs, actors and service users. The PFs were involved in content creation, identifying impactful teaching methods and adapting clinical scenarios.

The seven-week course ran twice over the year and each weekly session began with large group teaching followed by small-group simulated patient roleplays. The small groups were co-led by one PF and a TP, who provided structured, dynamic feedback and received personal feedback from mentor observation. The course was iteratively developed and in addition, PF's attended the end of year evaluation session and offered reflections on their experiences.

**CONCLUSIONS:**

The PFs were integral to the team: leading and managing the sessions; keeping the group to time; and, troubleshooting to ensure sessions ran smoothly. Additionally, the PFs encouraged participation, promoted equal opportunity, developed effective relationships with the TP and provided sensitive, targeted feedback. PsychED UP also empowered PFs to personally develop and utilise qualities integral to medical careers such as leadership, management, communication, and evaluation skills. Themes that emerged were learning about the nature of successful teams and development of leadership values:

“The relationship between the group and its leaders determined the productivity”

“To achieve a harmonious working environment, we began by developing mutual respect and setting boundaries”

“Leading by example was important”

“Each individual has an essential role, yet no individual could function without the others- the team is greater than the sum of its parts.”

“The supportive nature of the team inspired confidence, whilst providing vital reassurance of knowing where to turn to if need be”

“This multi-disciplinary team support network is highly reflective of the hospital environment”

In conclusion, medical students are vital to medical education. Opportunities for leadership positions not only improve their professional skills to produce better future doctors but also improve the content and running of medical education programmes.